

PRAIRIE WEST REGIONAL COLLEGE



2004 - 2005

Annual Report

MISSION STATEMENT

Prairie West Regional College will provide learning opportunities that support the economic and social development of rural Saskatchewan.

The Goals of PWRC for 2004-05 include:

- Meet the Needs of Communities by:
 - ✓ Engaging in a continuous needs identification process to ensure that the needs of communities, the labour market, local employers, and individuals are being met.
 - ✓ Participating in organizations that contribute to the economic development of communities
 - ✓ Offering a comprehensive choice of programs
 - ✓ Providing access to programs and services
- Ensure Delivery of High Quality Programs and Services by:
 - ✓ Meeting the diverse learning styles of students
 - ✓ Providing career and student services throughout the region
 - ✓ Developing program and service evaluation systems
- Effectively Manage the Institution by:
 - ✓ Engaging in an annual planning process
 - ✓ Satisfying reporting requirements of stakeholders
 - ✓ Continuous review and development of college policies
 - ✓ Promoting and enabling staff development strategies

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I. LETTER OF TRANSMITTAL



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BOX 700
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Phone (306) 948-3363
Fax (306) 948-2094

☐ **KINDERSLEY**
514 Main Street
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☐ **OUTLOOK**
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Phone (306) 867-8857
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☐ **ROSETOWN**
1005 Main Street
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Phone (306) 882-4236
Fax (306) 882-2262

☐ **WARMAN**
520 Central Street
Box 1001
S0K 4S0
Phone (306) 242-5377
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December 13, 2005

Honourable Andrew Thomson, Minister
Saskatchewan Learning
Room 340, Legislative Building
Regina, SK S4S 0B3

Dear Minister Thomson:

In compliance with Section 12.1 of the Regional Colleges Act and Section 14 of the Regional Colleges Regulations (Reg 1), I am pleased, on behalf of the Board, to present the Annual Report for Prairie West Regional College for the fiscal year ended June 30, 2005.

The College had another successful year in 2004 – 2005. The support received from the province enabled us to continue to provide high quality programs and services throughout west central Saskatchewan.

The College staff has accomplished noteworthy achievements during 2004 – 2005 and the Board looks forward to further success in 2005 – 2006.

Sincerely,

A handwritten signature in cursive script that reads 'Ron Scott'.

Ron Scott, Chairperson
Prairie West Regional College

II. BOARD'S REPORT

Prairie West Regional College operates five campus locations in Biggar, Kindersley, Outlook, Rosetown and Warman.

Each year the Board of Prairie West Regional College engages in a consultative planning process with stakeholders to determine the education and training needs of the region, then articulate its' goals and objectives for the upcoming year. The planning process culminates in the articulation of the college's direction and detailed plans in the annual Business Plan document.

Prior to the beginning of the 2004-05 year, the board decided on the mission statement as follows: *Prairie West Regional College will provide learning opportunities that support the economic and social development of rural Saskatchewan.* To accomplish its mission, the college articulated the following goals:

- Meet the Needs of Communities
- Ensure Delivery of High Quality Programs and Services
- Effectively Manage the Institution

I am pleased to report that the college was very successful in accomplishing its stated goals during the year. Further, the college met its stated goals while meeting the significant challenges that face a rural based college like Prairie West. The area served by Prairie West encompasses 41,188 square kilometers and has a population of 65,512 that is widely disbursed, with 44% of its population living in rural municipalities, compared to 19% provincially. There are no cities in the Prairie West region. The major challenge for the college is to distribute its resources equitably throughout the region, so that all areas of the college are served effectively.

The Board and I would like to thank the many stakeholders who contributed to the continuing success of Prairie West Regional College, including the individuals and the communities within the geographic region served by the college, business and industry partners, public organizations and institutions, and the provincial Department of Learning. It is the active interest and involvement of all these stakeholders that make the college relevant, responsive, and meaningful to the region.

III. CHIEF EXECUTIVE OFFICER'S (CEO) REPORT

Prairie West Regional College (PWRC) is pleased to provide this report of its programs and services activities for the year July 1, 2004 to June 30, 2005.

There were 2,416 students enrolled at the college during 2004 – 05. Career and Student Services personnel engaged in approximately 5,500 sessions to provide assistance to students and the general public. The college emphasized offering education and training leading to employment by offering full-time and part-time technical programs; basic education and related programs and services; university programs; short-term business and industry courses; community education courses; and career and student services support for students and the general public.

Technology development continued as a high priority in 2004-05. Significant progress was made toward providing a broader range of programs utilizing technology. Through the provincial Technology Enhanced Learning (TEL) initiative, the college has developed TEL Learning Centres, with on-site facilitators, at each of its five campus locations to improve access to programs and services and to enhance existing programs. During 2004-05, the college opened a sixth Learning Centre at Macklin, which is a stand alone technology based centre, not tied to a traditional campus location. There are in-person supports provided at the Macklin centre. The emphasis in TEL at Prairie West is providing strong human support for students taking technology-based programs to ensure their success.

Career and Student Services staff provided assistance to students and the general public through approximately 5,500 individual sessions during the year. Counsellors are resident at all five Prairie West campus locations. The staff endeavors to provide students with the best information to plan their career paths and to provide them with the skills to be successful in their programs.

The college committed to participate in the national Adult Learner Focused Institutions (ALFI) project. College staff spent the latter part of 2004-05 becoming familiar with the project. An evaluation model to determine to what extent the college is a learner focused institution will be tested during 2005-06.

Industry credit and non-credit courses are offered in response to local and regional demand, on a cost recovery basis. These courses allow the college to respond quickly and efficiently to specialized training needs. There were 1,934 students enrolled in these courses during 2004 – 05. Many of these courses were offered through the Energy Training Centre (ETC) in Kindersley, a name applied to the community partnership that promotes and guides the ETC to provide training for the active energy sector in the area. The ETC operates under the umbrella of the college.

Demand for full-time and part-time institute credit skill courses continued to be strong in 2004-05. There were 353 students registered. Most of the part-time programs are planned

so students can complete a certificate in one to three years, depending on their need. Many students find part-time training appealing because they can amortize the cost of their training over a longer period of time and, in many cases, continue to work while completing their training. Part-time training is particularly practical for the college because it allows funding to be stretched for maximum advantage, allowing students access to a greater variety of training.

Full-time and part-time basic education programs were offered in various configurations to best meet the needs of students. The programs provided Adult 12 (high school completion), Adult 5 – 10, General Educational Development (GED) preparation and testing, one-to-one tutoring for Literacy, and tutorial assistance for high school correspondence courses. In addition to preparing students academically, these programs are designed to help students develop skills to become successful in the workplace or in advanced training programs. These programs were offered full-time or part-time or both, at all five PWRC campus locations. 100 students accessed basic education programs during the year.

The college engages in many activities that are not captured in statistical tables. For example, college staff routinely engages in economic and community development activities through active participation in community organizations, lending their support and expertise wherever possible.

The college was successful in meeting its goals as evidenced by the satisfaction expressed by clients and the progress those clients achieved in meeting their career development goals. Satisfaction surveys indicated that 99% of students were satisfied that their course(s) and instruction were satisfactory. Of the students graduating from credit programs in 2004 - 05, 91% were employed or in further training within six months of graduation.

The successes that Prairie West Regional College enjoyed during 2004-05 are attributable to its dedicated staff and the many individuals, organizations, agencies, and businesses that partnered with the college in serving the education and training needs of the region. The college wishes to thank all those that have been involved during the year.

IV. PROGRAMS & SERVICES

The following section breaks down the program and service areas of the college as follows:

- 1 Skills Training
 - 1-1 Industry Credit
 - 1-2 Institute Credit
 - 1-3 Industry Non-Credit
 - 1-4 Future Skills
- 2 University
- 3 Basic Education
 - 3-1 Credit
 - 3-2 Non-Credit
- 4 Services
 - 4-1 Career and Student Services
 - 4-2 Technology Enhanced Learning
- 5 Other
 - 5-1 Special Programs and Events

1. SKILLS TRAINING

1-1 Industry Credit

Industry credit programs are the largest segment of PWRC business training. Industry credit is education and training leading to a credential that is recognized by an industry association or sector, regulatory body or licensing agency. The college works closely with business and industry sectors in the region to deliver courses that have been identified through our Regional Needs Assessment.

During 2004-05, all campuses in PWRC had a staff member complete the Petroleum Safety Training (PST) program, which enabled them to administer the training in response to industry demand. Many employers require all subcontractors to be PST certified, and nearly 100 individuals were PST certified from January to June of 2005. Besides PST, the oil industry continued to require safety training for certification of oilfield workers. Examples of Industry Credit safety training programs are: WHMIS, Transportation of Danger Goods, First Aid and CPR, H2S Alive, Confined Space and Ground Disturbance.

The college works closely with the industry to provide appropriate and timely certification and re-certification for their employees. The college campus in Kindersley

opened the Energy Training Centre to meet the needs of energy sector worker certification in that region. The coordinators meet on a regular basis with the West Central Petroleum Safety Committee and the Business Focus Group to ensure relevant programs are being offered.

College staff is involved in the Chamber of Commerce in Rosetown, Outlook, Kindersley and Biggar and with the Business Association in Warman. The Rosetown campus coordinator as a director on the Chamber of Commerce presented the Business Awards at the Rosetown Business and Employee of the Year Awards ceremony.

Truck Driver Training for 1A licenses, using a short, seven-day format with a private trainer continued to be popular. Farmers have longer distances to haul to terminals and also see an opportunity for off-farm income with a 1A license. This program has a long waiting list of students.

Water management exams were offered at Prairie West in 2004-05 in anticipation of the Industry Certification Standards which were implemented in 2005. These standards required all Towns and Villages to have certified operators for their Water and Wastewater plants.

The college provides support for employers by finding suitable Industry Credit courses for many of their new employees who are being trained through the Job Start/Future Skills program. An Employer Recognition Luncheon was held in Kindersley in May. The event recognized the contributions local businesses make to supporting various programs, in particular the Office Education program and the students of the program. Most of the 60 business people in attendance have either hired past graduates or have taken work placement students. The event was offered in partnership with the Kindersley Rotary Club.

STUDENT ENROLLMENT	TOTAL PARTICIPANT HOURS
1,154	21,328.8

1-2 Institute Credit

Full-time and part-time technical programs are skills training programs that lead to a credential (certificate or diploma) from a credit granting institution. The college brokers these programs from the Saskatchewan Institute of Applied Science and Technology (SIAST) for the most part, and in some instances from the Saskatchewan Indian Institute of Technology (SIIT), and the Southern Alberta Institute of Technology (SAIT).

STUDENT ENROLLMENT	TOTAL PARTICIPANT HOURS
353	149,868

Full-Time

In 2004-05, PWRC ran nine full-time credit programs: Carpentry and Welding, Pre-Trades - Electrician, Office Education, Truck Driver Training, Home/Care Special Care Aide, Primary Care Paramedic, Power Engineering and Practical Nursing.

Part-Time

A wide range of Institute Credit programs are offered in a part-time format to allow students to complete their programs in one to three years, while maintaining full or part-time jobs and managing family obligations. Programs such as Home/Care Special Care Aide, Educational Assistant, Office Education, Youth Care Worker, Oil Field Accounting, PCP upgrading and the Business Certificate Program were offered on a part-time basis in 2004-05. These courses are coordinated between the college's campuses and run in cycles so that students are able to complete their program requirements according to their individual timelines, while at the same time according maximum access to students throughout the region.

The addition of video-conferencing increased accessibility and reduced costs for students. Groups of students in one location that were either too small to warrant offering a traditional face-to-face class or a qualified instructor was not available, were able to participate in classes being taught at other Prairie West campuses.

1-3 Industry Non-Credit

Prairie West Regional College continues to offer programming for business and industry through non-credit courses that will address the needs of the business community as identified in the Regional Needs Assessment. Traditional classroom, one-to-one training, on-line training and work-based training are used to meet the individual training needs of business and industry. Examples of non-credit classes are: Bookkeeping, Microsoft Office-Word, Excel, Access, Windows XP, Internet and Email.

College staff routinely works closely with community organizations to promote the economic and social health of their communities, as demonstrated in the following examples. The Biggar campus, along with business and community partners offered a conference for women with 170 participants. The Rosetown campus worked with the Chamber of Commerce to hold the second annual business awards evening in conjunction with the Chamber's annual meeting. As well, the Rosetown campus worked through business to host an Employee's Appreciation luncheon on Secretary's Day. Rosetown also worked with the Prairie Centre Credit Union and the Meridian Futures Corporation to deliver the "Mastering Customer Service" program. Kindersley campus partnered with the Meridian Futures Corporation to hold a successful "Youth Entrepreneurship Conference". The Warman campus works with the local Youth Board and provided support for the summer Youth Centre who provided over 100 youths with social, recreational and education programming through the summer.

Agriculture continued to struggle in 2004-05. Low commodity prices, BSE and a year of low quotas tested farmers' ability to meet basic farm expenses. An early frost meant the bumper crop expected was downgraded to feed in many cases. College staff continued to seek out cost effective, relevant and transferable training to aid farmers and other rural businesses reeling from the effects of the economic depression in the farming industry. The Rural Older Worker Project was continued in 2004-05 with limited success as the criteria for support changed and made the program more difficult for rural people to access.

STUDENT ENROLLMENT	TOTAL PARTICIPANT HOURS
780	8,676

1-4 Future Skills

The work-based component of the Future Skills program provides an excellent training opportunity for small businesses in rural Saskatchewan where trained employees for smaller niche markets are not available. The program provides an opportunity for workers to be trained specifically for local needs and may also provide the employee with program credit from SIAST. Coordinators at each campus promote the program and provide employers with assistance in developing their training proposals.

In October 2004, the local project coordinators received training and began entering the projects directly into the Student Information System.

There were 44 trainees in the work-based portion of Future Skills, which falls in line with the original projection of 40-45 trainees.

Work-based Training for the College

Year	# of Distinct Employers	# of Contracts	# of Trainees					Department Funding
			In progress	Completed Successfully	Completed Unsuccessfully	Did Not Complete	Total # Trainees	
2003-04	16	26	0	38	3	2	43	\$200,347.26
2004-05	19	26	3	39	1	1	44	\$167,657.73
Variance	3	0	3	1	-2	-1	1	-\$32,689.53

2. UNIVERSITY

The region wide approach to university programming provided students with access to a full first year of Arts and Science courses at five campuses in the Prairie West Regional College (PWRC) region. Counsellors and coordinators have made full use of the Campus Saskatchewan web site and application process to assist students with access to a diverse group of classes available from the two universities in the 2004-05 program year.

Mentorship and tutorial support along with the program planning support provided by counsellors at each campus, continues to be an integral part of this program. This model of student support also includes coordinating additional tutor/marker workshops for students in need of contact with their essay markers in order to enhance their growth writing essays. Four workshops were available to English 110 students at the Kindersley campus.

The following chart reflects university programming for the 2004-05 year.

STUDENT ENROLLMENT	TOTAL PARTICIPANT HOURS
29	2,527.2

3. BASIC EDUCATION

3-1 Basic Education Credit

Adult Education

Demand for Basic Education opportunities continues to be constant at Prairie West Regional College. Full-time programs were offered in three locations: Biggar, Kindersley, and Warman. At each location, there were more students seeking admission than seats available.

In addition to the regular basic education program, the college partnered with the Saskatchewan Valley School Division to offer a Storefront Basic Education program in Warman. The program was very successful and provided an opportunity for those students enrolled in the program to acquire the basic skills necessary to allow them to go on to further training and/or employment. The storefront portion of the program is designed to assist at risk students from the K-12 system. The PWRC Basic Education instructor and the instructor hired by the K-12 system collaborate to provide instruction to both groups of students, according to their areas of expertise.

The Biggar School Division and PWRC partnered to deliver Basic Education to adult students in the Cando area, where adults were accepted into the grade 10 or 12 programs in the K-12 system and received credit for Adult 10 and 12. These students received support and career counselling from the counsellor at PWRC. Also, in partnership with the Biggar School Division, some students from the Biggar K-12 system were accepted into the Basic Education program, when it was determined by the school division that the adult system would meet their needs more appropriately. These students were generally aged 17 to 19 and struggling to advance through grade levels in the K-12 system.

Saskatchewan Learning has been engaging in a process of redesigning the Adult 10 program. The new Communications 10 curriculum was implemented in September 2004 and all Basic Education classes are now working with the new material. The redesigned Social Sciences curriculum will be implemented in January 2006. Instructors in Biggar piloted the new subject Life/Work Studies. Provincial implementation of this new curriculum is scheduled for September 2006.

STUDENT ENROLLMENT	TOTAL PARTICIPANT HOURS
100	59,256

3-2 Basic Education Non-Credit

Family Reading Connections

In total, 35 sessions were held with the various school and pre-school groups. A total of 1,200 children along with 500 caregivers participated in the program.

The Family Literacy project coordinator delivered three sessions of Lunch Time Connections to each of the two schools in Biggar along with three sessions at Sonningdale, Landis and Cando schools. This year the program was extended to serve families through four sessions at Walter Asseltine School in Rosetown, as well as three sessions at Plenty School. Four Hutterite Colony Schools in the Biggar-Rosetown area also participated in the School Connections part of our program.

In addition to the school programs, the basic education coordinator worked with younger children and their caregivers in the Watch Me Learn Successful Parenting Group and the Tiny Tot Nursery School, as well as families at the Community Kitchen, the local Food Bank, and students in the Basic Ed classroom in Biggar.

In each of the programs, storybooks along with coloring books, puzzle books, finger-play books or writing books are given to the children at each session. Donations from local service clubs and businesses have helped to purchase the books that are distributed. Gently used books were collected in the community and were used for 1 giveaway.

Packages of books were provided to the Heartland Health nurse in Biggar to distribute to mothers of new babies in our Books for Babies program. The public health nurse also distributes books in the Stories for Toddlers program when youngsters come in for immunization clinics.

Prairie West Regional College partnered with Biggar School Division, St. Gabriel School Division, Rosetown School Division and Heartland Health to deliver the various Family Literacy activities. Additional financial support for the purchase of materials to help support the program is received from local service clubs and businesses. A donation of \$500 was received from the Raise-A-Reader campaign and went to purchase books to support the various programs.

4. SERVICES

4-1 Career & Student Services

Prairie West Regional College counsellors provide services to college students and the general public. These services include: career, academic, and financial counselling, personal counselling referral, and the facilitation of a variety of workshops.

The demand and the scope of services continue to increase. Student services provide psycho-educational assessment to students with learning barriers. Several students presenting with learning disabilities accessed the services of an Educational Assistant and/or tutor, as well as, relevant technology to support learning in the classroom and at home.

Counsellors provide all Basic Education (BE) students with a variety of communication and job search skills. In addition, counsellors facilitate *Life Transitions* and *Thought Patterns for Successful Career*, courses which provide encouragement and support of the whole person (e.g.) intellectual, spiritual, emotional, physical. Counsellors are also an integral part of working with BE Instructors and Aides in delivering portfolio development training to BE students.

It is recognized that the relationship between the Career and Student Services (CSS) and Basic Education areas is required in order to enhance an intergraded, coordinated level of services. Identification and implementation of ways in which CSS and the Basic Education area can be mutually supportive to create a learner centered environment integral to delivering the best service possible to BE students of PWRC.

In recognizing the diversified needs of students, PWRC has committed to assessing and adopting a learner centered philosophy. The operational and professional development of CSS was initiated by the Adult Learner Friendly Institute Project (ALFI), which was begun in 2004-05 and will continue through 2005-06. This Institutional Self-Evaluation Process investigates opportunities to develop and promote a stronger appreciation and understanding of the adult learner and the importance of an adult learner-centered institution. The ALFI project researches Eight Key Principles of Effectiveness within the organization. They are as follows:

- Outreach
- Financing
- Teaching and Learning Process
- Technology
- Life and Career Planning
- Assessment of Learning Outcomes
- Student Support Systems
- Strategic Partnerships

PWRC strives for an adult learning focused institution with a culture in which adult-centered learning, sensitivity to learners' needs; flexibility and communication drive institutional practice.

In keeping with the demands of the Learner Centered student support services, a provincial body comprised of representatives of regional colleges has been established to identify a common baseline level of Recognition of Prior Learning (RPL) services. These representatives are members of the Saskatchewan RPL Coordinating Group that were an integral part of developing the major project outcome: The *Provincial Framework for RPL in Saskatchewan*. This initiative developed the guidelines for counsellors to assist in providing RPL services to PWRC students. Within this, counsellors are trained to assist students with the development of a portfolio. Portfolio development is an integral component to the Basic Education programs and is expanding to include part-time, full-time, and technical programs.

In addition to the traditional provision of counselling services, new deliveries will be incorporated, over time, into this service in order to complement the increase in the use of technology in delivery methods. This includes;

- On-line orientation of what counselling services are available;
- On-line career counselling services;
- Student to counsellor email and discussion group access;
- Counsellor to counsellor discussion group access;
- Access to E-Portfolio development.

CSS provides a variety of counselling services for Employment Support Projects. These projects may be part of a provincial initiative (e.g. Canadian Agriculture Skills Service) or projects initiated within Prairie West Regional College with funding support from external sources.

Canadian Agricultural Skills Service (CASS) project is a national initiative for farmers who are transitioning from full-time farming to off-farm employment or training. Sask Ag and Food Ag Business Specialist refer eligible clients to PWRC to access CASS program and service options. In addition, counsellors provide a comprehensive, personalized career and training exploration with participants.

Partnerships are an important part of the provision of Career and Student Services. The college has partnered with the Canada/Saskatchewan Career and Employment Services (CSCES) to provide a seamless approach to the learner for the delivery of the program and services offered by both organizations. These services include: career counselling, career planning, goal setting, job search sessions, testing, and financial and funding inquiries.

Learner Support

The college provided 1592 support services to learners. Services included: tutor matching, study/life management skills, technical assistance, employment services, employer services, and exam invigilation.

Counselling

Prairie West Regional College counsellors and coordinators had 5500 contacts with learners in the 2004-05 year.

4-2 Technology Enhanced Learning (TEL) Learning Centres

Prairie West Regional College (PWRC) continues to build a network of Learning Centres to support learners within the college and the community at large. The college operates Learning Centres at its five campus locations: Kindersley, Warman, Biggar, Rosetown and Outlook.

A sixth learning centre was added in Macklin, a non-campus site, during the 2004-05 year. Students at Macklin are able to access a number of education and training opportunities through the use of technology, such as: Oilfield safety classes were offered by video conference; Petroleum Safety Training on-line was accessible during Learning Centre hours; Office Education students located in Macklin, but registered in the Kindersley program, were able to get exam invigilation services in Macklin as well as remediation assistance. Counselling and coordination support, and video conferencing and satellite receiving capability will be phased in 2005-06.

In addition to enabling students to better access and engage in training, the video conferencing network between Learning Centres is used extensively for college meetings, reducing time and travel for staff.

In 2004-05, the focus at Learning Centres was to:

- increase access to programs and enhance existing programs through the use of technology
- support students to achieve their learning goals
- increase access to career information
- extend learning through technical supports
- provide guidance to all program areas through the integration of technology as a learner support tool and as a delivery method that enables students to access more programs and services within the region
- identify the technical support needs of learners in the region

Students accessed the Learning Centres for support in:

- essay writing techniques
- improving time management
- upgrading mathematics skills
- completion of grade 10 and grade 12 subjects
- technology access and support
- learning the library system and internet through tutorial assistance
- accessing on-line classes such as Petroleum Safety Training, Construction Training, WHMIS and Transportation of Dangerous Goods
- exam invigilation
- improving workplace literacy
- troubleshooting technology

OFFICE LOCATION	INSTITUTE CREDIT		UNIVERSITY		INDUSTRY CREDIT & NON-CREDIT	
	# OF STUDENTS	TOTAL PARTICIPANT HOURS	# OF STUDENTS	TOTAL PARTICIPANT HOURS	# OF STUDENTS	TOTAL PARTICIPANT HOURS
BIGGAR	10	798	5	234	262	3,433.63
KINDERSLEY	22	1,644	26	1,404	1,072	17,942.42
OUTLOOK	4	264	8	429	174	2,396.88
ROSETOWN	7	596	10	710	330	4,180.59
WARMAN	6	458	7	270	117	2,050.54
TOTALS	49	3,760	56	3,047	1,955	30,004.06

OFFICE LOCATION	SPECIAL EVENTS		VIDEO CONFERENCING	
	# OF STUDENTS	TOTAL PARTICIPANT HOURS	# OF STUDENTS	TOTAL PARTICIPANT HOURS
BIGGAR	81	1,822.5	8	209
KINDERSLEY	52	2,340	51	4,794
OUTLOOK	14	238	11	385
ROSETOWN	38	1,824	10	300
WARMAN	20	0	7	140
TOTALS	205	6,224.5	87	5,828

5. OTHER PROGRAMS

5-1 Special Programs and Events

As included under the Skills Training Non-Credit section of this report, Prairie West Regional College, in partnership with the Biggar and District Traumatic Events Response Team, Heartland Health Region, Biggar Independent Printers, and Biggar Ministerial Association hosted the 3rd annual rural women's conference entitled "Totally You, Refreshed" on January 15, 2005 in Biggar. The day included a Makeover Team and Makeover Winners with a session on "Starting your own Business, The Basics" guest speaker Jill Salamon, Women Entrepreneurs of Saskatchewan. Sheri Taylor, Public Health Nutritionist for the Heartland Health Region presented a "Non-Dieting Philosophy". The day concluded with Designer Style Secrets by Charlene Schumacher. One hundred and seventy-five (175) women participated in this one-day conference.

Prairie West Regional College in Kindersley, in partnership with Meridian Community Futures Development Corporation, West Central Rural Economic Development Association, and Jamac Publishing, hosted a conference titled "Agrowoman - The Heart of the Family Farm" on February 4, 2005. This one day conference was intended to treat farm women to a day of music, dance, laughter and being the best you can be. Eighty nine (89) farm women participated in this conference.

The Rosetown campus hosted their annual Employees Appreciation luncheon with 40 participants on Secretary's Day.

The Biggar Daycare opened in 2004-05. The Biggar campus played a significant role in supporting the daycare planning, building and employee training projects.

V. HUMAN RESOURCES

2004-05 Staff List:

Biggar Office

Name	Position
Bodnarchuk, Mary Jean	Accountant/Accounting Clerk
Bothner, Gordon	Program Director
Box, Jay	Director of Finance and Administration
Dubreuil, Doreen	Coordinator II
Keith, Cindy	Office Clerk
Kennon, Rhonda	Accounting Clerk / Registrar
Koenders, Diane	Coordinator I
Kohlman, Bonnie	Computer Program and Maintenance Technician
Martin, Erin	Executive Assistant
Newton, Margie	Office Clerk/Attendant
Probert, Bruce	Principal and Chief Executive Officer
Silvernagle, Sandi	Accounting Clerk
Weinkauf, Wendy	Counsellor

Kindersley Office

Name	Position
Anton, Darlene	Office Clerk
Kreiter, Monica	Coordinator II
McCorriston, Willi	Coordinator I
McKnight, Roberta	Counsellor
Olafson, Danita	Office Clerk
Soleski, Deanna	Coordinator I
Uzelman, Daryl	Office Clerk
Ward, Art	Attendant

Rosetown Office

Name	Position
Aylward, Pat	Attendant
Chorneyko, Lisa	Office Clerk
Frerichs, Joyce	Coordinator II
Long, Roberta	Coordinator I

Outlook Office

Name	Position
Ballek, Ruth	Coordinator I and II
Ebenal, Elaine	Coordinator II
Klotz, Sylvia	Office Clerk
Rafoss, Laura	Attendant

Warman Office

Name	Position
Brown, Donna	Attendant
Doucette, Teresa	Coordinator /Counsellor
Kirkland, Karen	Learning Consultant
Legare, Michelle	Coordinator/Counsellor
Prouse, Sheryl	Coordinator I
Wiebe, Brigitte	Office Clerk

Near the end of the year, some changeover in staff occurred due to resignations, resulting primarily in changes in roles among management staff.

Instructional Staff:

<u>Name</u>	<u>Position</u>	<u>Location</u>
Bergen, Stan	Heavy Oil Operator Technician Instructor	Kindersley
Boisvert, Erin	Educational Assistant	Biggar
Dawson, Barb	Basic Education Instructor	Warman
Deyenberg, Carol	Basic Education Instructor	Biggar
Dubois, Lynda	TEL Centre Facilitator	Rosetown
Dyck, Katherine	TEL Centre Facilitator	Kindersley
Elviss, Sandra	Basic Education Instructor	Kindersley
Friggstad, Kristen	TEL Centre Facilitator	Outlook
Kauth, Howard	Carpentry Program Instructor	Outlook
Kopp, Sharon	Office Education Instructor	Kindersley
McIntyre, Leigh	Educational Assistant	Kindersley
Oviatt, Elaine	Instructor	Warman
Regehr, Eva	Educational Assistant	Warman
Robinson, Colleen	Educational Assistant	Biggar
Tamblyn, Kirstie	TEL Centre Facilitator	Warman
Waite, Donna	HC/SCA Instructor	Rosetown
Fischer, Myrna	TEL Centre Facilitator	Macklin

The college contracts approximately 300 part-time instructors per year who are not named in the above list.

PRAIRIE WEST REGIONAL COLLEGE

Auditor's Report

Financial Statements - June 30, 2005

Gilchrist & Co.

CERTIFIED MANAGEMENT ACCOUNTANTS

P. O. Box 1191 119 - 3rd Ave. West
Rosetown, Saskatchewan S0L 2V0

Tel: (306) 882-2072
Fax: (306) 882-2647
E-mail: lejbak@shaw.ca

AUDITOR'S REPORT

To the Directors
Prairie West Regional College

We have audited the statement of financial position of Prairie West Regional College as at June 30, 2005 and the statements of operations, changes in net assets and cash flows for the year then ended. The College is responsible for preparing these financial statements for Treasury Board's approval. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the College as at June 30, 2005 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Rosetown, Saskatchewan
September 15, 2005

Gilchrist & Co.

Certified Management Accountants

PRAIRIE WEST REGIONAL COLLEGE

Statement of Financial Position

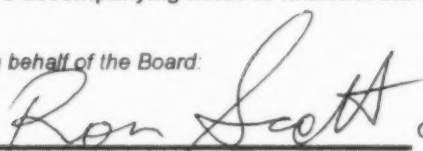
as at June 30, 2005

Statement 1

	2005			2004
	Operating	Capital	Total	Total
Assets				
Current Assets				
Cash	\$ 768,000	\$ 682,203	\$1,450,203	\$1,290,573
Accounts receivable (note 3)	181,705	-	181,705	125,976
Prepaid expenses	91,008	-	91,008	37,992
	<u>1,040,713</u>	<u>682,203</u>	<u>1,722,916</u>	<u>1,454,541</u>
Non-current Assets				
Capital assets (note 4)	-	1,779,701	1,779,701	1,914,894
	<u>\$1,040,713</u>	<u>\$2,461,904</u>	<u>\$3,502,617</u>	<u>\$3,369,435</u>
Liabilities				
Current Liabilities				
Accrued salaries and benefits	\$ 89,466	\$ -	\$ 89,466	\$ 88,600
Accounts payable and				
accrued liabilities (note 5)	192,102	-	192,102	155,790
Unearned revenue (note 6)	568,160	145,000	713,160	623,236
	<u>849,728</u>	<u>145,000</u>	<u>994,728</u>	<u>867,626</u>
Net Assets				
Invested in capital assets	-	1,779,701	1,779,701	1,914,894
Externally restricted as reserves (note 7)	-	217,355	217,355	119,422
Internally restricted as reserves (note 7)	80,000	319,848	399,848	283,400
Unrestricted	110,985	-	110,985	184,093
	<u>190,985</u>	<u>2,316,904</u>	<u>2,507,889</u>	<u>2,501,809</u>
	<u>\$1,040,713</u>	<u>\$2,461,904</u>	<u>\$3,502,617</u>	<u>\$3,369,435</u>

See accompanying notes to financial statements.

On behalf of the Board:


 Ron Scott Chairman

PRAIRIE WEST REGIONAL COLLEGE
Statement of Operations
for the year ended June 30, 2005

Statement 2

	Operating		Capital		Totals	
	(Note 8) 2005 Budget	2005	(Note 8) 2005 Budget	2005	(Note 8) 2005 Budget	2005
		2004		2004		2004
Revenues (Schedule 1)						
Provincial government	\$2,768,221	\$2,776,259	\$155,000	\$169,762	\$2,923,221	\$2,946,021
Federal government	-	5,499	-	-	-	-
Other revenue	1,001,281	1,061,808	-	-	1,001,281	1,061,808
Total revenues	3,769,502	3,838,067	155,000	169,762	3,924,502	4,007,829
Expenses (Schedule 2)						
Agency contracts	803,351	762,981	-	-	803,351	762,981
Amortization	-	-	228,606	205,186	228,606	205,186
Equipment	103,057	92,675	-	-	103,057	92,675
Facilities	245,812	238,214	-	-	245,812	238,214
Information technology	68,581	61,270	-	-	68,581	61,270
Operating (schedule 3)	399,996	422,623	-	-	399,996	422,623
Personal services	2,137,715	2,218,800	-	-	2,137,715	2,218,800
Interest expense	-	-	-	-	-	-
Total expenses	3,758,512	3,796,563	228,606	205,186	3,987,118	4,001,749
Excess (deficiency) of revenues over expenses	\$ 10,990	\$ 41,504	\$ (73,606)	\$ (35,424)	\$ (62,616)	\$ 6,080
		\$ 104,197		\$ (19,386)		\$ 84,811

See accompanying notes to financial statements.

PRAIRIE WEST REGIONAL COLLEGE
Statement of Changes in Net Assets
for the year ended June 30, 2005

Statement 3

	Capital			Operating		Totals	
	Invested in Capital Assets	Externally Restricted	Internally Restricted	Internally Restricted	Unrestricted	2005	2004
Net assets, beginning of year	\$ 1,914,894	\$ 119,422	\$ 225,000	\$ 58,400	\$ 184,093	\$ 2,501,809	\$ 2,416,998
Excess (deficiency) of revenues over expenses	(35,424)	-	-	-	41,504	6,080	84,811
Appropriated to reserves	-	97,933	94,848	21,600	(214,381)	-	-
Interfund transfers (note 12)	(99,769)	-	-	-	99,769	-	-
Net assets, end of year	\$ 1,779,701	\$ 217,355	\$ 319,848	\$ 80,000	\$ 110,985	\$ 2,507,889	\$ 2,501,809

Restricted details (note 7)
Externally restricted - capital
Warman facility reserve

Beginning Balance	Appropriations to Net Assets	Appropriations from Net Assets	Ending Balance
\$ 119,422	\$ 130,000	\$ 32,067	\$ 217,355

Internally restricted - capital
2005-06 information technology plan reserve
Building maintenance reserve
Warman facility reserve

\$ -	\$ 134,848	\$ -	\$ 134,848
50,000	-	-	50,000
175,000	-	40,000	135,000
225,000	134,848	40,000	319,848

Internally restricted - operating
Contract instructor reserve
Learning centre expansion
Succession planning

23,400	-	23,400	-
35,000	-	-	35,000
-	45,000	-	45,000
58,400	45,000	23,400	80,000

Total internally restrict

\$ 283,400	\$ 179,848	\$ 63,400	\$ 399,848
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See accompanying notes to financial statements.

PRAIRIE WEST REGIONAL COLLEGE

Statement of Cash Flows for the year ended June 30, 2005

Statement 4

	<u>2005</u>	<u>2004</u>
Cash flows from operating activities		
Excess of revenues over expenses	\$ 6,080	\$ 84,811
Amortization of capital assets	<u>205,186</u>	<u>218,667</u>
	211,266	303,478
Changes in non-cash working capital		
(Increase) in accounts receivable	(55,729)	(2,553)
(Increase) in prepaid expenses	(53,016)	(15,415)
Increase (decrease) in accrued salaries and benefits	866	(525)
Increase in accounts payable and accrued liabilities	36,312	107,847
Increase in unearned revenue	89,924	1,855
(Decrease) in current portion of long-term debt	<u>-</u>	<u>(22,924)</u>
Cash provided from operating activities	<u>229,623</u>	<u>371,763</u>
Cash flows from investing activities		
Purchase of capital assets	<u>(69,993)</u>	<u>(130,622)</u>
Cash used in investing activities	<u>(69,993)</u>	<u>(130,622)</u>
Cash flows from financing activities		
Repayment of long-term debt	<u>-</u>	<u>(227,076)</u>
Cash used in financing activities	<u>-</u>	<u>(227,076)</u>
Net increase in cash	159,630	14,065
Cash, beginning of the year	<u>1,290,573</u>	<u>1,276,508</u>
Cash, end of the year	<u>\$ 1,450,203</u>	<u>\$ 1,290,573</u>

See accompanying notes to financial statements.

PRAIRIE WEST REGIONAL COLLEGE
Notes to the Financial Statements
for the year ended June 30, 2005

1. Purpose and Authority

Prairie West Regional College offers educational services and programs under the authority of Section 14 of *The Regional Colleges Act*. The College Board plays an integral part in strategic direction and management guidance.

The purpose of the College is to provide credit and non-credit classroom and vocational training to meet the needs of regional constituents and industry. Prairie West Regional College is exempt from the payment of income tax.

2. Significant Accounting Policies

The financial statements have been prepared in accordance with Canadian generally accepted accounting principles and include the following significant policies:

a) Fund Accounting

The accounts of the College are maintained in accordance with the principles of fund accounting. For accounting and reporting purposes, resources are classified into funds in accordance with specified activities or objectives:

i) Operating Fund

The operating fund accounts for the College's program delivery, service and administrative activities.

ii) Capital Fund

The capital fund reflects the net book value of all capital assets of the College. The capital fund also includes contributions, interest and donations designed for capital purposes by the contributor. Also included in the capital fund are the appropriations for future capital expenditures.

b) Revenue Recognition

The College follows the restricted fund method of accounting for grants. Restricted contributions related to general operations are recognized as revenue of the operating fund in the year in which the related expenses are incurred. Contributions restricted for capital assets are recognized as revenue of the capital fund when received or receivable.

Unrestricted operating contributions are recognized as revenue of the operating fund when received or receivable. Tuition and fee revenue is recognized as the course instruction is delivered. Revenue from contractual services is recognized as the service is delivered.

c) Capital Assets

Purchased capital assets are recorded at cost. Contributed capital assets are recorded at fair market value at the date of contribution. Capital assets costing under the asset threshold are expensed in the current year.

PRAIRIE WEST REGIONAL COLLEGE
Notes to the Financial Statements
for the year ended June 30, 2005

Capital assets are amortized on a straight-line basis over their estimated useful lives as follows and amortization is reported as an expense in the capital fund:

Buildings	20 years
Office furniture	10 years
Office equipment	5 years
Machinery	5 years
Computer equipment	3 years
Leasehold improvement	Term of the lease
System development	5 years

d) Cash

Cash is represented by cash on hand and balances with banks.

3. Accounts Receivable

Accounts receivable are composed of the following:

	<u>2005</u>	<u>2004</u>
Saskatchewan Learning	\$ 41,101	\$ 45,004
Province of Saskatchewan - other	1,644	12,025
Regional Colleges	841	490
S.I.A.S.T.	3,985	4,811
Federal government	20,175	19,565
Other	113,959	44,081
	<u>\$ 181,705</u>	<u>\$ 125,976</u>

4. Capital Assets

	<u>2005</u>		<u>2004</u>	
	Cost	Accumulated Amortization	Net Book Value	Net Book Value
Buildings	\$ 1,998,798	\$ 440,484	\$ 1,558,314	\$ 1,658,254
Land	38,550	-	38,550	38,550
Leasehold improvements	142,164	61,712	80,452	68,482
Furniture	132,342	73,439	58,903	67,138
Office equipment	44,884	38,861	6,023	12,334
Computer equipment	327,949	296,481	31,468	55,055
Machinery	9,986	3,995	5,991	7,989
Student information system	35,457	35,457	-	7,092
	<u>\$ 2,730,130</u>	<u>\$ 950,429</u>	<u>\$ 1,779,701</u>	<u>\$ 1,914,894</u>

PRAIRIE WEST REGIONAL COLLEGE
Notes to the Financial Statements
for the year ended June 30, 2005

5. Accounts Payable and Accrued Liabilities

Accounts payable are composed of the following:

	<u>2005</u>	<u>2004</u>
Province of Saskatchewan - other	\$ 30,223	\$ 30,592
Regional Colleges	794	1,361
S.I.A.S.T.	2,842	8,195
Federal government	46,300	39,696
Other	111,943	75,946
	<u>\$ 192,102</u>	<u>\$ 155,790</u>

6. Unearned Revenue

Unearned revenue consists of transfers received to carry out specific activities in excess of the expenses incurred on those activities at the end of the fiscal year as follows:

	<u>2005</u>	<u>2004</u>
Saskatchewan Learning	\$ 662,980	\$ 597,520
Other	50,180	25,716
	<u>\$ 713,160</u>	<u>\$ 623,236</u>

7. Restrictions on Net Assets

As at June 30, 2005, the College has received \$ 249,422 of capital revenue from Saskatchewan Learning toward the construction of a building at the Warman campus. In the 2005 year, the College received \$ 130,000 and \$ 119,422 in the 2004 year. During the year, the College incurred \$ 32,067 of capital expenditures toward construction of the building. It is anticipated the College will require the remaining funds by November, 2006 which is the anticipated completion date for the new facility.

The Board of Directors of Prairie West Regional College has placed internal restrictions on \$319,848 in capital related projects and \$ 80,000 for operating related initiatives (2004 - \$ 225,000 in capital related projects and \$ 58,400 for operating related initiatives) as detailed on Statement 3. These internally restricted amounts are not available for other purposes without the approval of the Board of Directors.

PRAIRIE WEST REGIONAL COLLEGE
Notes to the Financial Statements
for the year ended June 30, 2005

8. Budget Amounts

The budget amounts on these financial statements were prepared by Regional College management and approved by the Board on May 19, 2004. The Minister approved the budget on June 24, 2004.

9. Related Party Transactions

These financial statements include transactions with related parties. The College is related to all Saskatchewan Crown Agencies such as departments, corporations, boards and commissions under the common control of the Government of Saskatchewan. Also, the College is related to non-Crown enterprises that the Government jointly controls or significantly influences.

Routine operating transactions with related parties are recorded at the rates charged by those organizations and are settled on normal trade terms.

The College brokered the following course sessions during the year:

	<u>2005</u>	<u>2004</u>
S.I.A.S.T.	\$ 375,376	\$ 389,116

Payments to (from) other related parties include:

	<u>2005</u>	<u>2004</u>
Saskatchewan Regional Colleges expenses	\$ 47,361	\$ 3,855
Saskatchewan Municipal Employees' pension	69,221	65,535
SaskTel expenses	33,195	39,657
Saskatchewan Workers' Compensation Board	8,186	8,339
Regional Health Authorities	-	(158)
SaskPower expenses	19,012	16,059
SaskEnergy expenses	16,491	16,538
	<u>\$ 193,466</u>	<u>\$ 149,825</u>

The College receives long distance telephone service between major centres from SaskTel, a related party, at reduced rates available to government agencies.

On November 18, 2002, the College entered into a loan agreement with the Education Infrastructure Financing Corporation and Saskatchewan Learning. The College received \$ 215,000 which is to be repaid over 10 years at 6% interest. Subject to annual appropriations, Saskatchewan Learning has agreed to service the loan payments. The \$ 215,000 proceeds was recorded as capital revenue in 2002. Effective September 15, 2005, the Board of Revenue Commissioners of the Province authorized the cancellation of this debt subject to the termination of all remaining rights, liabilities and obligations of the parties under the loan agreement. On January 28, 2005, all remaining rights, liabilities and obligations under the loan agreement were terminated.

PRAIRIE WEST REGIONAL COLLEGE
Notes to the Financial Statements
for the year ended June 30, 2005

10. Financial Instruments

The College's significant financial instruments consist of accounts receivable, accounts payable and accrued benefits.

- a) The carrying amount of cash, accounts receivable, accounts payable and accrued benefits approximates fair value due to the short-term maturity of these instruments. There are no significant terms or conditions related to these financial instruments that may affect the amount, timing or certainty of future cash flows.
- b) The College is exposed to credit risk from the potential non-payment of accounts receivable. The majority of the College's accounts receivable is from the provincial and federal government, therefore, credit risk is minimal.

11. Employee Future Benefits

Employees of the College participate in one of two pension plans. Teachers and other employees holding a teaching certificate participate in a defined benefit plan, the Teachers' Superannuation Plan (TSP) which is administered by the Teachers' Superannuation Commission. No matching contribution is made by the College nor does it have a financial obligation to the TSP. All other employees participate through the Municipal Employees Pension Plan (MEPP), which is a multi-employer defined benefit plan.

The last actuarial valuation of the MEPP indicated there was a surplus in the plan. The College's financial obligation to MEPP is limited to making required payments to match amounts contributed by employees for current services. Pension expense for 2005 was \$ 69,221 (2004 - \$ 65,535).

12. Interfund Transfers

In 2005, the Board transferred \$ 99,769 from the Capital Fund to the Operating Fund to offset withdrawals for capital expenditures. In 2004, the Board transferred \$ 68,659 from the Capital Fund to the Operating Fund to offset withdrawals for capital expenditures.

13. Comparative Information

Certain 2004 balances have been reclassified to conform with the current year's presentation.

Prairie West Regional College
Schedule of Operating Fund Revenues by Function
for the year ended June 30, 2006

Schedule 1

	2005										2005		(Note 8)		2004	
	General	Skills Training		Basic Education		University		Services		Total	Total	Total	Total			
		Credit	Non-credit	Credit	Non-credit	Credit	Non-credit	Learner Support	Counsel							
Provincial Government																
Saskatchewan Learning																
Admin recovery grant																
Operating grant	\$ 1,226,534	-	-	-	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	-	\$ -	-
Program payments	25,713	834,041	-	235,798	2,855	16,974	-	20,967	132,299	1,396,774	1,392,353	1,379,521	975,788	5,000	5,000	5,000
Contracts	-	-	-	-	5,000	-	-	13,013	50,000	1,161,420	1,221,151	1,221,151	1,221,151	-	-	-
Other	8,844	-	-	440	-	-	-	154,601	8,544	172,429	139,508	251,678	251,678	-	-	-
	<u>1,261,091</u>	<u>834,041</u>	<u>-</u>	<u>236,238</u>	<u>7,855</u>	<u>16,974</u>	<u>-</u>	<u>188,581</u>	<u>190,843</u>	<u>2,735,623</u>	<u>2,758,012</u>	<u>2,611,987</u>	<u>2,611,987</u>	<u>5,000</u>	<u>5,000</u>	<u>5,000</u>
Other Provincial	9,358	25,638	-	4,240	-	-	-	1,400	-	40,636	10,209	23,803	23,803	-	-	-
	<u>1,270,449</u>	<u>859,679</u>	<u>-</u>	<u>236,238</u>	<u>12,095</u>	<u>16,974</u>	<u>-</u>	<u>189,981</u>	<u>190,843</u>	<u>2,776,259</u>	<u>2,768,221</u>	<u>2,635,790</u>	<u>2,635,790</u>	<u>-</u>	<u>-</u>	<u>-</u>
Federal Government																
Admin recovery	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Program payments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Revenue																
Admin recovery	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Contracts	-	24,918	1,421	52,349	-	-	-	-	-	78,688	66,503	130,683	130,683	38,135	37,451	37,451
Interest	37,451	-	-	-	-	-	-	-	-	37,451	31,150	31,150	31,150	5,700	5,700	5,700
Rents	7,440	30	-	-	-	-	-	-	-	7,470	5,700	7,257	7,257	51,034	51,034	51,034
Resale items	273	53,344	4,088	1,350	-	-	-	-	-	59,055	62,615	62,615	62,615	818,100	818,100	818,100
Tuition	-	781,279	61,612	-	-	-	-	-	-	842,891	818,100	818,100	818,100	40,023	40,023	40,023
Other	21,986	308	750	1,798	-	-	-	11,396	15	36,253	17,213	17,213	17,213	1,070,657	1,070,657	1,070,657
	<u>67,150</u>	<u>859,879</u>	<u>67,871</u>	<u>53,699</u>	<u>1,798</u>	<u>-</u>	<u>-</u>	<u>11,396</u>	<u>15</u>	<u>1,061,808</u>	<u>1,001,281</u>	<u>1,001,281</u>	<u>1,001,281</u>	<u>3,711,946</u>	<u>3,711,946</u>	<u>3,711,946</u>
Total revenue	1,337,599	1,719,558	67,871	289,937	13,893	16,974	-	201,377	190,858	3,838,067	3,769,502	3,711,946	3,711,946	3,607,749	3,607,749	3,607,749
Total operating expenses (schedule 2)	1,888,977	1,266,715	45,831	198,077	12,015	-	-	166,488	188,460	3,796,563	3,758,512	3,607,749	3,607,749	104,197	104,197	104,197
Excess (deficiency) of revenues over expenses	\$ (551,378)	\$ 422,843	\$ 22,040	\$ 91,860	\$ 1,878	\$ 16,974	-	\$ 34,889	\$ 2,398	\$ 41,504	\$ 10,990	\$ 104,197	\$ 104,197	\$ 104,197	\$ 104,197	\$ 104,197

See accompanying notes to financial statements.

Prairie West Regional College
Schedule of Operating Fund Expenses by Function
for the year ended June 30, 2005

	General	2005						2005	(Note 8)		2004
		Skills Training		Basic Education		University			Services		
		Credit	Non-credit	Credit	Non-credit	Credit			Learner Support	Counsel	
Agency contracts	\$ -	\$ 745,026	\$ 13,418	\$ 1,837	\$ -	\$ -	\$ -	\$ 2,700	\$ 762,981	\$ 803,351	\$ 804,655
Equipment	80,493	3,954	295	955	-	-	6,978	-	92,675	103,057	81,652
Facilities	112,792	94,580	3,543	12,421	200	-	14,678	-	238,214	245,812	215,104
Information technology	51,617	1,436	788	35	-	-	6,853	541	61,270	68,581	46,727
Operating (Schedule 3)	254,789	122,887	10,962	8,481	6,261	-	14,254	4,989	422,623	399,996	358,878
Personal services	1,389,286	328,832	16,825	174,348	5,554	-	123,725	180,230	2,218,800	2,137,715	2,100,733
	<u>\$ 1,888,977</u>	<u>\$ 1,296,715</u>	<u>\$ 45,831</u>	<u>\$ 198,077</u>	<u>\$ 12,015</u>	<u>\$ -</u>	<u>\$ 166,488</u>	<u>\$ 188,460</u>	<u>\$ 3,796,563</u>	<u>\$ 3,758,512</u>	<u>\$ 3,607,749</u>
			<u>\$ 1,342,546</u>		<u>\$ 210,092</u>			<u>\$ 354,948</u>			

See accompanying notes to financial statements.

PRAIRIE WEST REGIONAL COLLEGE
Schedule of Operating Fund Expenses
for the year ended June 30, 2005

Schedule 3

	Totals		
	(Note 8)		
	<u>2005</u>	<u>2005 Budget</u>	<u>2004</u>
Operating expenses			
Advertising	\$ 44,013	\$ 42,339	\$ 25,712
Association fees and dues	9,644	7,420	7,273
Bad debts	2,431	200	5,528
Financial services	5,777	5,000	4,992
In-service	17,756	20,720	15,882
Insurance	15,561	15,000	13,893
Materials and supplies	65,535	66,200	55,773
Postage, freight and courier	18,434	17,560	17,092
Printing and duplicating	31,407	32,800	20,064
Professional services	16,659	24,909	31,646
Resale items	59,691	62,615	47,056
Subscriptions	1,651	2,432	2,414
Telephone and fax	43,069	47,458	34,246
Travel	63,656	42,365	61,698
Other	27,339	12,978	15,609
	<u>\$422,623</u>	<u>\$ 399,996</u>	<u>\$358,878</u>

See accompanying notes to financial statements.

VII. OTHER

PRAIRIE WEST REGIONAL COLLEGE

BOARD OF DIRECTORS

2004-05

BOARD MEMBER	COMMUNITY
Buyck, Darlene	Warman
Fleming, Ellwood	Rosetown
Kay, Jan	Kindersley
Kurtz, Joe	Kerrobert
Marshall, Aasa	Kyle
McPhail, John	Outlook
Scott, Ron (Chairperson)	Biggar

Executive Committee: Ron Scott, Joe Kurtz, Jan Kay

The Board held seven regular meetings and an annual meeting in 2004-05.

VIII. ENROLLMENT BY PROGRAM CATEGORY

1. All Offices – Table 1

Comprehensive Enrollment by Program Groups for the Whole College

		Actuals							
		2003-2004				2004-2005			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	Institute Credit:								
	SIAST	80	288	22	169.23	112	199	23	163.39
	Other	0	0	0	0	0	17	2	3.13
	Apprenticeship & Trade	0	0	0	0	0	0	0	0
	Total Institute Credit	80	288	22	169.23	112	216	25	166.52
	Industry Credit:								
	Total Industry Credit	0	148	928	83.45	0	225	929	88.87
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	48	930	52.88	0	36	744	36.15
	TOTAL SKILLS TRAINING	80	484	1880	305.56	112	477	1698	291.54
BASIC EDUCATION	BE Credit:								
	Adult 12	69	1	0	53.39	28	39	0	39.26
	Adult 10	37	0	0	25.48	27	6	0	26.58
	Academic GED	0	0	0	0	0	0	0	0
	Total BE Credit	106	1	0	78.87	55	45	0	65.84
	BE Non-Credit:								
	Employability/Life Skills	6	0	0	4.8	0	0	0	0
	English Language Training	0	2	0	0.10	0	0	0	0
	General Academic Studies	0	6	114	4.08	0	0	0	0
	Literacy	0	0	0	0	0	0	0	0
	Total BE Non-Credit	6	8	114	8.98	0	0	0	0
	TOTAL BASIC EDUCATION	112	9	114	87.85	55	45	0	65.84
UNIVERSITY	Total University	0	14	0	2.85	3	26	0	6.48
	TOTAL ENROLLMENT	192	507	1994	396.26	170	548	1698	363.86

Full-Time Student: is defined as one who is taking courses that collectively require a minimum of 18 hours of scheduled class time per week for a minimum period of 12 weeks. There are two exceptions to this definition:

- (a) for Apprenticeship and Trade: a complete level (depending on the trade) is required; and
- (b) for university courses: a minimum of 216 hours of scheduled class time for the academic year.

Part-Time Student: is defined as (a) one who is taking courses of less than 12 weeks duration, even if they collectively require more than 18 hours of scheduled class time per week; or (b) one who is taking courses that are at least 12 weeks in duration but collectively require less than 18 hours of scheduled class time per week.

Casual Student: is defined as one who is taking courses (within a program group) that collectively total less than 30 hours.

Full-Load Equivalent: is defined as the total participant hours divided by the accepted full-load equivalent factor for a program group.

VIII. ENROLLMENT BY PROGRAM CATEGORY

2. Biggar Office – Table 1a

Enrollment by Program Groups for each College Program Delivery Centre¹

		Actuals							
		2003-2004				2004-2005			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	Institute Credit:								
	SIAS	12	71	1	24.84	14	52	0	20.98
	Other	0	0	0	0	0	0	0	0
	Apprenticeship & Trade	0	0	0	0	0	0	0	0
	Total Institute Credit	12	71	1	24.84	14	52	0	20.98
	Industry Credit:								
	Total Industry Credit	0	5	98	6.88	0	9	82	7.99
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	4	333	18.83	0	3	168	6.32
	TOTAL SKILLS TRAINING	12	80	432	50.55	14	64	250	35.29
BASIC EDUCATION	BE Credit:								
	Adult 12	31	1	0	25.15	12	26	0	19.74
	Adult 10	17	0	0	12.24	11	5	0	13.05
	Academic GED	0	0	0	0	0	0	0	0
	Total BE Credit	48	1	0	37.39	23	31	0	32.79
	BE Non-Credit:								
	Employability/Life Skills	0	0	0	0	0	0	0	0
	English Language Training	0	0	0	0	0	0	0	0
	General Academic Studies	0	1	28	1.08	0	0	0	0
	Literacy	0	0	0	0	0	0	0	0
	Total BE Non-Credit	0	1	28	1.08	0	0	0	0
	TOTAL BASIC EDUCATION	48	2	28	38.47	23	31	0	32.79
UNIVERSITY	Total University	0	1	0	.20	0	3	0	.60
	TOTAL ENROLLMENT	60	83	460	89.22	37	98	250	68.68

Program Delivery Centre – an established entity (campus, learning centre, office) that coordinates the delivery of programs and courses of a defined geographic area within the college region.

VIII. ENROLLMENT BY PROGRAM CATEGORY

1. All Offices – Table 1

Comprehensive Enrollment by Program Groups for the Whole College

Program Groups		Actuals							
		2003-2004				2004-2005			
		Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	Institute Credit:								
	SIAS	80	288	22	169.23	112	199	23	163.39
	Other	0	0	0	0	0	17	2	3.13
	Apprenticeship & Trade	0	0	0	0	0	0	0	0
	Total Institute Credit	80	288	22	169.23	112	216	25	166.52
	Industry Credit:								
	Total Industry Credit	0	148	928	83.45	0	225	929	88.87
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	48	930	52.88	0	36	744	36.15
TOTAL SKILLS TRAINING		80	484	1880	305.56	112	477	1698	291.54
BASIC EDUCATION	BE Credit:								
	Adult 12	69	1	0	53.39	28	39	0	39.26
	Adult 10	37	0	0	25.48	27	6	0	26.58
	Academic GED	0	0	0	0	0	0	0	0
	Total BE Credit	106	1	0	78.87	55	45	0	65.84
	BE Non-Credit:								
	Employability/Life Skills	6	0	0	4.8	0	0	0	0
	English Language Training	0	2	0	0.10	0	0	0	0
	General Academic Studies	0	6	114	4.08	0	0	0	0
	Literacy	0	0	0	0	0	0	0	0
	Total BE Non-Credit	6	8	114	8.98	0	0	0	0
TOTAL BASIC EDUCATION		112	9	114	87.85	55	45	0	65.84
UNIVERSITY	Total University	0	14	0	2.85	3	26	0	6.48
TOTAL ENROLLMENT		192	507	1994	396.26	170	548	1698	363.86

Full-Time Student: is defined as one who is taking courses that collectively require a minimum of 18 hours of scheduled class time per week for a minimum period of 12 weeks. There are two exceptions to this definition:

- (a) for Apprenticeship and Trade: a complete level (depending on the trade) is required; and
- (b) for university courses: a minimum of 216 hours of scheduled class time for the academic year.

Part-Time Student: is defined as (a) one who is taking courses of less than 12 weeks duration, even if they collectively require more than 18 hours of scheduled class time per week; or (b) one who is taking courses that are at least 12 weeks in duration but collectively require less than 18 hours of scheduled class time per week.

Casual Student: is defined as one who is taking courses (within a program group) that collectively total less than 30 hours.

Full-Load Equivalent: is defined as the total participant hours divided by the accepted full-load equivalent factor for a program group.

VIII. ENROLLMENT BY PROGRAM CATEGORY

2. Biggar Office - Table 1a

Enrollment by Program Groups for each College Program Delivery Centre¹

		Actuals							
		2003-2004				2004-2005			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	Institute Credit:								
	SIAST	12	71	1	24.84	14	52	0	20.98
	Other	0	0	0	0	0	0	0	0
	Apprenticeship & Trade	0	0	0	0	0	0	0	0
	<i>Total Institute Credit</i>	12	71	1	24.84	14	52	0	20.98
	Industry Credit:								
	<i>Total Industry Credit</i>	0	5	98	6.88	0	9	82	7.99
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	<i>Total Non-Credit</i>	0	4	333	18.83	0	3	168	6.32
	TOTAL SKILLS TRAINING	12	80	432	50.55	14	64	250	35.29
BASIC EDUCATION	BE Credit:								
	Adult 12	31	1	0	25.15	12	26	0	19.74
	Adult 10	17	0	0	12.24	11	5	0	13.05
	Academic GED	0	0	0	0	0	0	0	0
	<i>Total BE Credit</i>	48	1	0	37.39	23	31	0	32.79
	BE Non-Credit:								
	Employability/Life Skills	0	0	0	0	0	0	0	0
	English Language Training	0	0	0	0	0	0	0	0
	General Academic Studies	0	1	28	1.08	0	0	0	0
	Literacy	0	0	0	0	0	0	0	0
	<i>Total BE Non-Credit</i>	0	1	28	1.08	0	0	0	0
	TOTAL BASIC EDUCATION	48	2	28	38.47	23	31	0	32.79
UNIVERSITY	<i>Total University</i>	0	1	0	20	0	3	0	.60
	TOTAL ENROLLMENT	60	83	460	89.22	37	98	250	68.68

Program Delivery Centre – an established entity (campus, learning centre, office) that coordinates the delivery of programs and courses of a defined geographic area within the college region.

VIII. ENROLLMENT BY PROGRAM CATEGORY

3. Kindersley Office – Table 1b

Enrollment by Program Groups for each College Program Delivery Centre¹

Program Groups		Actuals							
		2003-2004				2004-2005			
		Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	Institute Credit:								
	SIASF	13	68	8	34.09	10	55	7	25.25
	Other	0	0	0	0	0	17	2	3.13
	Apprenticeship & Trade	0	0	0	0	0	0	0	0
	Total Institute Credit	13	68	8	34.09	10	72	9	28.38
	Industry Credit:								
	Total Industry Credit	0	95	571	46.17	0	184	701	64.68
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	3	159	5.35	0	17	170	10.08
	TOTAL SKILLS TRAINING	13	166	738	85.61	10	273	880	103.14
BASIC EDUCATION	BE Credit:								
	Adult 12	17	0	0	12.20	9	7	0	10.26
	Adult 10	10	0	0	6.5	8	0	0	5.65
	Academic GED	0	0	0	0	0	0	0	0
	Total BE Credit	27	0	0	18.7	17	7	0	15.91
	BE Non-Credit:								
	Employability/Life Skills	0	0	0	0	0	0	0	0
	English Language Training	0	0	0	0	0	0	0	0
	General Academic Studies	0	4	26	1.07	0	0	0	0
	Literacy	0	0	0	0	0	0	0	0
	Total BE Non-Credit	0	4	26	1.07	0	0	0	0
	TOTAL BASIC EDUCATION	27	4	26	19.77	17	7	0	15.91
UNIVERSITY	Total University	0	10	0	2.25	2	11	0	3.60
TOTAL ENROLLMENT		40	180	764	107.63	29	291	880	122.65

¹Program Delivery Centre – an established entity (campus, learning centre, office) that coordinates the delivery of programs and courses of a defined geographic area within the college region.

VIII. ENROLLMENT BY PROGRAM CATEGORY

4. Outlook Office - Table 1c

Enrollment by Program Groups for each College Program Delivery Centre¹

		Actuals							
		2003-2004				2004-2005			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	Institute Credit:								
	SIAST	0	31	11	8.22	11	27	2	15.30
	Other	0	0	0	0	0	0	0	0
	Apprenticeship & Trade	0	0	0	0	0	0	0	0
	Total Institute Credit	0	31	11	8.22	11	27	2	15.30
	Industry Credit:								
	Total Industry Credit	0	0	115	8.27	0	0	73	4.76
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	11	67	3.85	0	7	93	5.23
TOTAL SKILLS TRAINING		0	42	193	20.34	11	34	168	25.29
BASIC EDUCATION	BE Credit:								
	Adult 12	0	0	0	0	0	0	0	0
	Adult 10	0	0	0	0	0	0	0	0
	Academic GED	0	0	0	0	0	0	0	0
	Total BE Credit	0	0	0	0	0	0	0	0
	BE Non-Credit:								
	Employability/Life Skills	6	0	0	4.8	0	0	0	0
	English Language Training	0	2	0	0.10	0	0	0	0
	General Academic Studies	0	0	26	0.76	0	0	0	0
	Literacy	0	0	0	0	0	0	0	0
	Total BE Non-Credit	6	2	26	5.66	0	0	0	0
TOTAL BASIC EDUCATION		6	2	26	5.66	0	0	0	0
UNIVERSITY	Total University	0	1	0	0.10	1	3	0	1.30
TOTAL ENROLLMENT		6	45	219	26.01	12	37	168	26.59

¹Program Delivery Centre - an established entity (campus, learning centre, office) that coordinates the delivery of programs and courses of a defined geographic area within the college region.

VIII. ENROLLMENT BY PROGRAM CATEGORY

3. Kindersley Office – Table 1b

Enrollment by Program Groups for each College Program Delivery Centre¹

	Program Groups	Actuals							
		2003-2004				2004-2005			
		Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	Institute Credit:								
	SIAST	13	68	8	34.09	10	55	7	25.25
	Other	0	0	0	0	0	17	2	3.13
	Apprenticeship & Trade	0	0	0	0	0	0	0	0
	<i>Total Institute Credit</i>	13	68	8	34.09	10	72	9	28.38
	Industry Credit:								
	<i>Total Industry Credit</i>	0	95	571	46.17	0	184	701	64.68
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	<i>Total Non-Credit</i>	0	3	159	5.35	0	17	170	10.08
TOTAL SKILLS TRAINING		13	166	738	85.61	10	273	880	103.14
BASIC EDUCATION	BE Credit:								
	Adult 12	17	0	0	12.20	9	7	0	10.26
	Adult 10	10	0	0	6.5	8	0	0	5.65
	Academic GED	0	0	0	0	0	0	0	0
	<i>Total BE Credit</i>	27	0	0	18.7	17	7	0	15.91
	BE Non-Credit:								
	Employability/Life Skills	0	0	0	0	0	0	0	0
	English Language Training	0	0	0	0	0	0	0	0
	General Academic Studies	0	4	26	1.07	0	0	0	0
	Literacy	0	0	0	0	0	0	0	0
	<i>Total BE Non-Credit</i>	0	4	26	1.07	0	0	0	0
TOTAL BASIC EDUCATION		27	4	26	19.77	17	7	0	15.91
UNIVERSITY	<i>Total University</i>	0	10	0	2.25	2	11	0	3.60
TOTAL ENROLLMENT		40	180	764	107.63	29	291	880	122.65

¹Program Delivery Centre – an established entity (campus, learning centre, office) that coordinates the delivery of programs and courses of a defined geographic area within the college region.

VIII. ENROLLMENT BY PROGRAM CATEGORY

4. Outlook Office – Table 1c

Enrollment by Program Groups for each College Program Delivery Centre¹

Program Groups		Actuals							
		2003-2004				2004-2005			
		Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	Institute Credit:								
	SIASI	0	31	11	8.22	11	27	2	15.30
	Other	0	0	0	0	0	0	0	0
	Apprenticeship & Trade	0	0	0	0	0	0	0	0
	<i>Total Institute Credit</i>	0	31	11	8.22	11	27	2	15.30
	Industry Credit:								
	<i>Total Industry Credit</i>	0	0	115	8.27	0	0	73	4.76
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	<i>Total Non-Credit</i>	0	11	67	3.85	0	7	93	5.23
TOTAL SKILLS TRAINING		0	42	193	20.34	11	34	168	25.29
BASIC EDUCATION	BE Credit:								
	Adult 12	0	0	0	0	0	0	0	0
	Adult 10	0	0	0	0	0	0	0	0
	Academic GED	0	0	0	0	0	0	0	0
	<i>Total BE Credit</i>	0	0	0	0	0	0	0	0
	BE Non-Credit:								
	Employability/Life Skills	6	0	0	4.8	0	0	0	0
	English Language Training	0	2	0	0.10	0	0	0	0
	General Academic Studies	0	0	26	0.76	0	0	0	0
	Literacy	0	0	0	0	0	0	0	0
	<i>Total BE Non-Credit</i>	6	2	26	5.66	0	0	0	0
TOTAL BASIC EDUCATION		6	2	26	5.66	0	0	0	0
UNIVERSITY	<i>Total University</i>	0	1	0	0.10	1	3	0	1.30
TOTAL ENROLLMENT		6	45	219	26.01	12	37	168	26.59

¹Program Delivery Centre – an established entity (campus, learning centre, office) that coordinates the delivery of programs and courses of a defined geographic area within the college region.

VIII. ENROLLMENT BY PROGRAM CATEGORY

5. Rosetown Office - Table 1d

Enrollment by Program Groups for each College Program Delivery Centre¹

		Actuals							
		2003-2004				2004-2005			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	Institute Credit:								
	SIAS	13	31	1	25.40	20	19	6	29.56
	Other	0	0	0	0	0	0	0	0
	Apprenticeship & Trade	0	0	0	0	0	0	0	0
	Total Institute Credit	13	31	1	25.40	20	19	6	29.56
	Industry Credit:								
	Total Industry Credit	0	45	113	16.84	0	29	71	10.06
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	24	277	18.33	0	4	226	7.36
TOTAL SKILLS TRAINING		13	100	391	60.57	20	52	303	46.98
BASIC EDUCATION	BE Credit:								
	Adult 12	0	0	0	0	0	0	0	0
	Adult 10	0	0	0	0	0	0	0	0
	Academic GED	0	0	0	0	0	0	0	0
	Total BE Credit	0	0	0	0	0	0	0	0
	BE Non-Credit:								
	Employability/Life Skills	0	0	0	0	0	0	0	0
	English Language Training	0	0	0	0	0	0	0	0
	General Academic Studies	0	1	15	.65	0	0	0	0
	Literacy	0	0	0	0	0	0	0	0
	Total BE Non-Credit	0	1	15	.65	0	0	0	0
TOTAL BASIC EDUCATION		0	1	15	.65	0	0	0	0
UNIVERSITY	Total University	0	0	0	0	0	3	0	.29
TOTAL ENROLLMENT		13	101	406	61.22	20	55	303	47.27

¹Program Delivery Centre - an established entity (campus, learning centre, office) that coordinates the delivery of programs and courses of a defined geographic area within the college region.

VIII. ENROLLMENT BY PROGRAM CATEGORY

6. Warman Office – Table 1e

Enrollment by Program Groups for each College Program Delivery Centre¹

		Actuals							
		2003-2004				2004-2005			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	Institute Credit:								
	SIAST	43	100	3	76.68	57	57	10	72.30
	Other	0	0	0	0	0	0	0	0
	Apprenticeship & Trade	0	0	0	0	0	0	0	0
	<i>Total Institute Credit</i>	43	100	3	76.68	57	57	10	72.30
	Industry Credit:								
	<i>Total Industry Credit</i>	0	0	54	5.3	0	0	17	1.38
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	<i>Total Non-Credit</i>	0	6	102	6.52	0	4	96	7.17
	TOTAL SKILLS TRAINING	43	106	159	88.50	57	61	123	80.85
BASIC EDUCATION	BE Credit:								
	Adult 12	21	0	0	16.04	7	6	0	9.26
	Adult 10	10	0	0	6.74	8	1	0	7.89
	Academic GED	0	0	0	0	0	0	0	0
	<i>Total BE Credit</i>	31	0	0	22.78	15	7	0	17.15
	BE Non-Credit:								
	Employability/Life Skills	0	0	0	0	0	0	0	0
	English Language Training	0	0	0	0	0	0	0	0
	General Academic Studies	0	0	21	.53	0	0	0	0
	Literacy	0	0	0	0	0	0	0	0
	<i>Total BE Non-Credit</i>	0	0	21	.53	0	0	0	0
	TOTAL BASIC EDUCATION	31	0	21	23.31	15	7	0	17.15
UNIVERSITY	<i>Total University</i>	0	2	0	.30	0	6	0	.69
	TOTAL ENROLLMENT	74	108	180	112.11	72	74	123	98.69

¹Program Delivery Centre – an established entity (campus, learning centre, office) that coordinates the delivery of programs and courses of a defined geographic area within the college region.

VIII. ENROLLMENT BY PROGRAM CATEGORY

5. Rosetown Office – Table 1d

Enrollment by Program Groups for each College Program Delivery Centre¹

		Actuals							
		2003-2004				2004-2005			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	Institute Credit:								
	SIAST	13	31	1	25.40	20	19	6	29.56
	Other	0	0	0	0	0	0	0	0
	Apprenticeship & Trade	0	0	0	0	0	0	0	0
	Total Institute Credit	13	31	1	25.40	20	19	6	29.56
	Industry Credit:								
	Total Industry Credit	0	45	113	16.84	0	29	71	10.06
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	24	277	18.33	0	4	226	7.36
TOTAL SKILLS TRAINING		13	100	391	60.57	20	52	303	46.98
BASIC EDUCATION	BE Credit:								
	Adult 12	0	0	0	0	0	0	0	0
	Adult 10	0	0	0	0	0	0	0	0
	Academic GED	0	0	0	0	0	0	0	0
	Total BE Credit	0	0	0	0	0	0	0	0
	BE Non-Credit:								
	Employability/Life Skills	0	0	0	0	0	0	0	0
	English Language Training	0	0	0	0	0	0	0	0
	General Academic Studies	0	1	15	.65	0	0	0	0
	Literacy	0	0	0	0	0	0	0	0
	Total BE Non-Credit	0	1	15	.65	0	0	0	0
TOTAL BASIC EDUCATION		0	1	15	.65	0	0	0	0
UNIVERSITY	Total University	0	0	0	0	0	3	0	.29
TOTAL ENROLLMENT		13	101	406	61.22	20	55	303	47.27

¹Program Delivery Centre – an established entity (campus, learning centre, office) that coordinates the delivery of programs and courses of a defined geographic area within the college region.

VIII. ENROLLMENT BY PROGRAM CATEGORY

6. Warman Office – Table 1e

Enrollment by Program Groups for each College Program Delivery Centre¹

Program Groups		Actuals							
		2003-2004				2004-2005			
		Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	Institute Credit:								
	SIAST	43	100	3	76.68	57	57	10	72.30
	Other	0	0	0	0	0	0	0	0
	Apprenticeship & Trade	0	0	0	0	0	0	0	0
	Total Institute Credit	43	100	3	76.68	57	57	10	72.30
	Industry Credit:								
	Total Industry Credit	0	0	54	5.3	0	0	17	1.38
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	6	102	6.52	0	4	96	7.17
TOTAL SKILLS TRAINING		43	106	159	88.50	57	61	123	80.85
BASIC EDUCATION	BE Credit:								
	Adult 12	21	0	0	16.04	7	6	0	9.26
	Adult 10	10	0	0	6.74	8	1	0	7.89
	Academic GED	0	0	0	0	0	0	0	0
	Total BE Credit	31	0	0	22.78	15	7	0	17.15
	BE Non-Credit:								
	Employability/Life Skills	0	0	0	0	0	0	0	0
	English Language Training	0	0	0	0	0	0	0	0
	General Academic Studies	0	0	21	5.3	0	0	0	0
	Literacy	0	0	0	0	0	0	0	0
	Total BE Non-Credit	0	0	21	5.3	0	0	0	0
TOTAL BASIC EDUCATION		31	0	21	23.31	15	7	0	17.15
UNIVERSITY	Total University	0	2	0	30	0	6	0	.69
TOTAL ENROLLMENT		74	108	180	112.11	72	74	123	98.69

¹Program Delivery Centre – an established entity (campus, learning centre, office) that coordinates the delivery of programs and courses of a defined geographic area within the college region.

7. Table 2: Equity Participation Enrollments by Program Groups for the Whole College

SKILLS TRAINING	Program Groups	Actuals																							
		2003-2004						2004-2005						2004-2005											
		Aboriginal		Visible Minority		Disability		Total Enrollment		Aboriginal		Visible Minority		Disability		Total Enrollment		Aboriginal		Visible Minority		Disability		Total Enrollment	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
	Institute Credit:																								
	SIAS	3	15	0	0	3	0	2	10	0	0	0	0	0	0	80	288	22	7	6	0	1	1	0	5
	Other:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Apprenticeship & Trade	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total Institute Credit	3	15	0	0	3	0	2	10	0	0	0	0	0	0	80	288	22	7	6	0	1	1	0	5
	Industry Credit:																								
	Total Industry Credit	0	1	20	0	0	6	0	0	6	0	0	0	0	0	148	928	0	5	11	0	2	2	0	225
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																								
	Total Non-Credit	0	0	10	0	0	0	0	1	4	0	0	0	0	0	48	930	0	1	5	0	0	0	0	36
	TOTAL SKILLS TRAINING CREDIT	3	16	30	0	3	6	2	11	10	0	0	0	0	0	80	484	1880	7	12	16	1	4	3	112
BASIC EDUCATION	Basic Education Credit:																								
	Adult 12	22	0	0	7	0	0	6	0	0	0	0	0	0	0	69	1	0	7	16	0	3	0	0	28
	Adult 10	14	0	0	4	0	0	6	0	0	0	0	0	0	0	37	0	0	10	2	0	3	0	0	27
	Academic GED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total BE Credit	36	0	0	11	0	0	12	0	0	0	0	0	0	0	106	1	0	17	18	0	6	0	0	55
	Basic Education Non-Credit:																								
	Employability/Life Skills	0	0	0	0	0	0	1	0	0	0	0	0	0	0	6	0	0	0	0	0	0	0	0	0
	English Language Training	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0
	General Academic Studies	0	4	0	0	1	0	0	5	0	0	0	0	0	0	6	114	0	0	0	0	0	0	0	0
	Literacy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total BE Non-Credit	0	4	0	0	1	0	1	5	0	0	0	0	0	0	6	8	114	0	0	0	0	0	0	0
	TOTAL BASIC EDUCATION	36	4	0	11	1	0	13	5	0	0	0	0	0	0	112	9	114	17	18	0	6	0	0	55
	UNIVERSITY	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	14	0	0	0	0	0	0	0	3
	Total University	39	21	30	11	5	8	15	16	10	0	0	0	0	0	192	507	1994	24	30	16	7	4	3	170
	TOTAL ENROLLMENT																								1698

Note: Cas = Casual

8. Table 3: Student Success by Program Groups for the Whole College

Program Groups	Actuals											
	2003-2004						2004-2005					
	Total Students Completed	FT	PT	Cas	Total Students Graduated	FT	PT	Cas	Total Students Completed	FT	PT	Cas
Skills Training	Total Students Completed	FT	PT	Cas	Total Students Graduated	FT	PT	Cas	Total Students Completed	FT	PT	Cas
	12	270	7	33	89	16	26	40	1	7	10	0
	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL SKILLS TRAINING	12	270	7	33	89	16	26	40	1	7	10	0
	0	92	913	0	63	12	0	0	0	0	0	0
	0	48	935	0	0	0	0	0	0	0	0	0
	12	410	1855	33	152	28	26	40	1	7	10	0
Basic Education	Total BE Credit	43	1	0	10	0	11	1	0	30	0	0
	Adult 12	19	1	0	4	0	4	0	0	14	1	0
	Academic GED	0	0	0	0	0	0	0	0	0	0	0
	Total BE Credit	62	2	0	14	0	15	1	0	44	1	0
UNIVERSITY	Total BE Credit	4	0	0	0	0	0	0	0	0	0	0
	Employability/Life Skills	0	2	0	0	0	0	0	0	0	0	0
	English Language Training	0	78	0	0	0	0	0	0	0	0	0
	Literacy	0	0	0	0	0	0	0	0	0	0	0
TOTAL BASIC EDUCATION	Total BE Credit	4	0	0	0	0	0	0	0	0	0	0
	Employability/Life Skills	0	2	0	0	0	0	0	0	0	0	0
	English Language Training	0	78	0	0	0	0	0	0	0	0	0
	Literacy	0	0	0	0	0	0	0	0	0	0	0
TOTAL ENROLLMENT	Total BE Credit	66	82	0	14	1	15	1	0	44	1	0
	Employability/Life Skills	0	13	0	0	0	0	0	0	0	0	0
	English Language Training	78	505	1855	47	153	28	41	1	51	11	0
	Literacy	0	0	0	0	0	0	0	0	0	0	0

Completed = the total number of students who completed course requirements or remained to the end of the program.
 Graduated = the number of students who successfully completed all course requirements resulting in achievement of certification by a recognized credit granting institution or recognized by industry.
 Note: Cas = Casual

2003-2004 - Part-time Institute Credit Student Follow-ups	
Total Part-time Students	92
Total Part-time Students in Further Training	68

8. Table 3: Student Success by Program Groups for the Whole College

Program Groups	Actuals											
	2003-2004						2004-2005					
	Total Students Completed		Total Students Graduated		Total Employed		Total Students Completed		Total Students Graduated		Total Employed	
Skills Training	FT	PT	FT	PT	FT	Cas	FT	PT	FT	PT	FT	Cas
	FT	PT	FT	PT	FT	Cas	FT	PT	FT	PT	FT	Cas
Institute Credit:												
SLAST	12	270	7	33	89	16	26	40	1	7	10	0
Other:	0	0	0	0	0	0	0	0	0	0	0	0
Apprenticeship & Trade	0	0	0	0	0	0	0	0	0	0	0	0
Total Institute Credit	12	270	7	33	89	16	26	40	1	7	10	0
Industry Credit:												
Total Industry Credit	0	92	913	0	63	12	0	0	0	0	0	0
Non-Credit, University												
Community/Individual												
Non-Credit, Personal												
Interest Non-Credit												
Total Non-Credit	0	48	935	0	0	0	0	0	0	0	0	0
TOTAL SKILLS TRAINING	12	410	1855	33	152	28	26	40	1	7	10	0
Basic Education												
Credit:												
Adult 12	43	1	0	10	0	0	11	1	0	30	0	0
Adult 10	19	1	0	4	0	0	4	0	0	14	1	0
Academic GED	0	0	0	0	0	0	0	0	0	0	0	0
Total BE Credit	62	2	0	14	0	0	15	1	0	44	1	0
Non-Credit:												
Employability Life Skills	4	0	0	0	0	0	0	0	0	0	0	0
English Language	0	2	0	0	0	0	0	0	0	0	0	0
General Academic Studies	0	78	0	0	0	0	0	0	0	0	0	0
Literacy	0	0	0	0	0	0	0	0	0	0	0	0
Total BE Non-Credit	4	80	0	0	0	0	0	0	0	0	0	0
TOTAL BASIC EDUCATION	66	82	0	14	1	0	15	1	0	44	1	0
UNIVERSITY	0	13	0	0	0	0	0	0	0	0	0	0
TOTAL ENROLLMENT	78	505	1855	47	153	28	41	41	1	51	11	0

Completed = the total number of students who completed course requirements or remained to the end of the program.
 Graduated = the number of students who successfully completed all course requirements resulting in achievement of certification by a recognized credit granting institution or recognized by industry.
 Note: Cas = Casual

2003-2004 - Part-time Institute Credit Student Follow-ups		
Total Part-time Students	Total Part-time Students in Further Training	
Employed	68	
92		

9. Table 4: Equity Participation Completers and Graduates by Program Groups for the Whole College

SKILLS TRAINING	Program Groups	Actuals											
		2003-2004						2004-2005					
		Aboriginal		Visible Minority		Disability		Aboriginal		Visible Minority		Disability	
		E	C	E	C	E	C	E	C	E	C	E	C
BASIC EDUCATION	Institute Credit:												
	SIAS	18	16	2	1	14	10	13	5	2	1	15	9
	Other:	0	0	0	0	0	0	0	0	0	0	0	0
	Apprenticeship & Trade	0	0	0	0	0	0	0	0	0	0	0	0
	Total Institute Credit	18	16	2	1	14	10	13	5	2	1	15	9
	Industry Credit:												
	Total Industry Credit	23	19	5	3	7	5	16	0	4	0	4	1
	Non-Credit (Industry Non-Credit)												
	Community/Individual Non-Credit, Personal Interest Non-Credit												
	Total Non Credit	10	10	2	0	6	6	6	6	2	2	5	5
TOTAL SKILLS TRAINING CREDIT	Adult 12	28	21	7	5	7	5	23	15	3	3	13	9
	Adult 10	19	11	4	2	6	5	12	9	3	3	9	5
	Academic GED	0	0	0	0	0	0	0	0	0	0	0	0
	Total BE Credit	47	32	11	7	13	10	35	24	6	6	22	14
	Basic Education Non-Credit:												
	Employability/Life Skills	0	0	0	0	0	0	0	0	0	0	0	0
	English Language Training	0	0	0	0	0	0	0	0	0	0	0	0
	General Academic Studies	0	0	0	0	0	0	0	0	0	0	0	0
	Literacy	0	0	0	0	0	0	0	0	0	0	0	0
	Total BE Non-Credit	0	0	0	0	0	0	0	0	0	0	0	0
UNIVERSITY	Total BASIC EDUCATION	47	32	11	7	13	10	35	24	6	6	22	14
	Total University	1	1	1	0	0	0	0	0	0	0	0	0
TOTAL ENROLLMENT		99	78	21	15	40	31	70	35	14	9	46	29

E = total enrollment

C = completers (the total number of students who completed course requirements or remained to the end of the program).

G = graduates (the total number of students who successfully completed all course requirements resulting in achievement of certification by a recognized credit granting institution or recognized by industry).

9. Table 4: Equity Participation Completers and Graduates by Program Groups for the Whole College

SKILLS TRAINING	Program Groups	Actuals											
		2003-2004						2004-2005					
		E	C	G	Aboriginal	Visible Minority	Disability	E	C	G	Aboriginal	Visible Minority	Disability
BASIC EDUCATION	Institute Credit:	18	16	5	2	2	1	14	10	7	13	5	8
	SIAT	0	0	0	0	0	0	0	0	0	0	0	0
	Other:	0	0	0	0	0	0	0	0	0	0	0	0
	Apprenticeship & Trade	18	16	5	2	2	1	14	10	7	13	5	8
	Total Institute Credit	23	19	3	5	3	1	7	5	1	16	0	16
	Total Industry Credit	10	10	0	2	2	0	6	6	0	6	6	0
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)	51	45	8	9	7	2	27	21	8	35	11	24
	Total Non Credit	28	21	1	7	5	1	7	5	1	23	15	0
	Adult 12	19	11	1	4	2	0	6	5	0	12	9	0
	Academic GED	0	0	0	0	0	0	0	0	0	0	0	0
UNIVERSITY	Total BE Credit	47	32	2	11	7	1	13	10	1	35	24	0
	Basic Education Non-Credit:	0	0	0	0	0	0	0	0	0	0	0	0
	Employability/Life Skills	0	0	0	0	0	0	0	0	0	0	0	0
	English Language Training	0	0	0	0	0	0	0	0	0	0	0	0
	General Academic Studies	0	0	0	0	0	0	0	0	0	0	0	0
	Literacy	0	0	0	0	0	0	0	0	0	0	0	0
	Total BE Non-Credit	47	32	2	11	7	1	13	10	1	35	24	0
	TOTAL BASIC EDUCATION	1	1	0	1	1	0	0	0	0	0	0	0
	Total University	99	78	10	21	15	3	40	31	9	70	35	24
	TOTAL ENROLLMENT												

E = total enrollment
C = completers (the total number of students who completed course requirements or remained to the end of the program).
G = graduates (the total number of students who successfully completed all course requirements resulting in achievement of certification by a recognized credit granting institution or recognized by industry).

IX. STRATEGIC PLAN & PERFORMANCE MEASURES CHART

GOAL What the college will focus on.	1. Meet the Needs of Communities:	
OBJECTIVES What needs to be accomplished to advance the college towards its Goal	1.1 By recognizing that each district within the college region is unique, and assessing and addressing the education and training needs of those districts accordingly 1.2 By offering a comprehensive choice of programs and services 1.3 By providing access to programs and services 1.4 By participating in organizations that contribute to the economic development of communities	KEY ACTIONS Initiatives that were intended to achieve college targets 1. Regional Needs Assessment (RNA), and programs and service plans based on local/district information 2. Find the appropriate balance between programs and service offerings, and revenue generation, to sustain the college 3. Pursue third party contracts to meet community needs and increase revenue 4. Pursue partnerships to increase capacity of basic education and related programs 5. Marketing Strategy: improve public awareness of what the college offers; advocacy; attract aboriginal students to the college 6. Continue development and implantation of the Technology Enhanced Learning (TEL) initiative: faculty and staff training in the use of technology to improve college programs, services, and administration; shared programs between offices using TEL equipment and methodologies; improve the technical reliability of TEL equipment for increasing applications 7. Learning Centers (LC): continually improve the quality of student support in LCs; expand access to more programs and services; evaluate need for expansion of the number of LCs 8. Concentrate efforts with those groups that have an educational component contemplated for their initiative(s): Health, REDAs, Chambers, special interest groups 9. Energy Training Centre (ETC): work in concert with Kindersley Business Focus Group to develop and expand the ETC; develop working partnerships with the energy sector, especially with private sector partners

PERFORMANCE MEASURES Is the college advancing toward its goals?	Measures	2004-05 Targets	2004-05 Results
	1. Production of a Regional Needs Assessment (RNA) document within the first half of the year, with recommendations based on local information.	Complete RNA document by December 31, 2004	Completed by January 2005
	2. Reports as per Student Information System (SIS) categories: ➤ Maintain the number of programs and services enrollments ➤ Number of graduates from credit programs ➤ Employment rate of graduates, obtained from annual follow-up surveys ➤ Participation/graduation/employment rates of equity groups for credit programs	<u>Baseline: 2003-04</u> <i>Program Enrollments:</i> 2,736 Students Clients accessing Career & student services: 5,001 Students utilizing TEL services: 319 194 graduates from credit programs 88% employment rate of graduates 4% equity groups participation	2,416 Students enrolled 5,500 accessing Career & Student Services Students utilizing TEL services: 422 159 Graduates from credit programs (varies from year to year depending on how many part-time students finish programs) 91% employment rate of full-time students from credit programs, six months after graduation 6% equity groups participation
	3. Meet the goals outlined in the college's Technology Enhanced Learning (TEL) plan	Meet or exceed commitment to Common Basic Services outlined in TEL plan: Access & Operations; Facilitation & Tutoring; Counselling & Coordination; Management & Collaboration	Exceeded requirements. TEL agenda developing well. Six Technology Enhanced Learning Centres open, including Macklin (non-campus site).
	4. Report the Job Start/Future Skills investment in the region and the amount of contractual revenue obtained by the college, in order to measure the involvement of employers in education and training	Enrollment 43 \$183,006.30	Enrollment 44 \$ 185,775.55

GOAL What the college will focus on.	2. Ensure Delivery of High Quality Programs and Services:		
OBJECTIVES What needs to be accomplished to advance the college towards its Goal	2.1 By providing career and student services throughout the region 2.2 By developing and implementing program and service evaluation process	KEY ACTIONS Initiatives that were intended to achieve college targets	
		1. Develop online career services support for students 2. Develop Recognition of Prior Learning (PLR) serves: certification for counsellors; develop counsellors' handbook 3. Design scope of students assessment services and delineate the tools to be utilized 4. Evaluate and develop a long term plan for the scope of career and student services to be available through the college 5. Ensure program content and delivery is appropriate to meet individual learning needs, including culturally sensitive content and delivery for aboriginal students	
PERFORMANCE MEASURES Is the college advancing toward its goals?	Measures	2004-05 Targets	2004-05 Results
	5. Development of a long term plan for career and student services for the region	Draft five year plan by April 2006	Under development
	6. By means of satisfaction surveys, all students enrolled in courses at the college will be surveyed to ensure that their needs are being met	<u>Baseline.</u> Administer and report on results of satisfaction surveys in Annual Report. 2003-04, 98% of students responded favourably	32.77% of total students surveyed 99% surveyed indicated the course met their needs
	7. Design scope of student assessment services and delineate the tools to be utilized	Tools developed by June 2006	Under development

GOAL What the college will focus on.	3. Effectively Manage the Institution:		
OBJECTIVES What needs to be accomplished to advance the college towards its Goal	3.1 By effect evaluation and utilization of college information technology systems 3.2 By evaluating and implementing annual planning and reporting processes 3.3 By continuous review and development of college policies 3.4 Provide funds for, and encourage staff development activities and training	KEY ACTIONS Initiatives that were intended to achieve college targets	
		1. Evaluate the information technology configurations used for classroom and administration 2. Continue commitment to the use of the provincial Student Information System (SIS) 3. Develop systems to collect information related to services the college offers, so that college activity is accurately reported 4. Reduce administrative burden of field staff for information required for planning and reporting requirements, while increasing the number of effective programs and service partnership in the field 5. Complete review, updating where required, of all college policies and guidelines by the Board's Annual Meeting of each year	
PERFORMANCE MEASURES Is the college advancing toward its goals?	Measures	2004-05 Targets	2004-05 Results
	8. Evaluation of all information technology (IT) requirements, administrative and classroom, and development of a long term IT plan	Staged implementation begins in 2005-06	Evaluation and plan completed May 2005. Implementation began June 2005.
	9. Examination and evaluation of the college's planning and reporting processes, to lessen this administrative burden on field staff	Documents are timely, and compliant with legislative, departmental and Board requirements.	Accountability requirements are being met. Work continues on how to best accomplish this function with minimal impact, or time taken away from delivering programs and services.
	10. Review all college policies, updating where necessary, and developing new policies where gaps exist	Complete review and updating by June 2005	Policies reviewed and updated on or before Board's Annual General meeting June 2005
	11. Number of staff development and training activities attended by staff	90% of staff engaged in at least one training or development activity during the year	40 staff registrations for in-service training (77%) 25 accessed Professional Development (71%)

X. SATISFACTION SURVEYS

Skills Training:

1. Full-time and Part-time Technical Programming Satisfaction Survey

Evaluations were conducted at the end of every program to provide feedback to the program coordinator on various components of program administration, including instruction. The information allows the program coordinator to make positive adjustments to future programs, if required. The following chart reflects the percentages of clients that agreed, somewhat agreed, or disagreed that the course met their expectations. The following chart is from a sampling of 32.77% of the courses offered by the college.

UNIVERSITY & INSTITUTE CREDIT	AGREE	SOMEWHAT AGREE	DISAGREE
This course met my expectations	75%	25%	0%

2. Industry Credit & Non-Credit Programming Satisfaction Survey

INDUSTRY CREDIT	AGREE	SOMEWHAT AGREE	DISAGREE
This course met my expectations	94%	6%	0%

INDUSTRY NON-CREDIT	AGREE	SOMEWHAT AGREE	DISAGREE
This course met my expectations	79%	20%	1%

XIII. GLOSSARY OF TERMS

Student

A distinct student is an individual participating in one or more program sessions offered by the college. The distinct student concept prevents the double counting of students.

Number of distinct students in one year – determined by:

- ✓ Unique identifier such as a Social Insurance Number, Health Card Number or PSE Number.

Full-Time Student

A student who is taking a course(s) (within a Program Group) that collectively require a minimum of 18 hours of scheduled class time per week for a minimum duration period of 12 weeks (both conditions need to be true). There are two exceptions:

- ✓ Apprenticeship and Trade: a complete level (depending on the trade) is required; and
- ✓ University courses: a minimum of 9 hours of scheduled class time per week for a minimum duration period of 13 weeks.

Part-Time Student

A student who is taking a course(s) (within a program group) that collectively require less than 18 hours of scheduled class time per week (equal to or more than 30 hours in total) for a minimum duration period of less than 12 weeks. Exceptions:

- ✓ University courses: less than 9 hours of scheduled class time per week for a minimum duration period of 13 weeks.

Casual Student

A student who is taking a course(s) (within a program group) that collectively total less than 30 hours in total.

- ✓ Note: There would be no casual students in the University group as the minimum a university student can take is one three-credit unit class (39 hours).

Full Load Equivalent (FLE) for each Program Group Chart:

PROGRAM AREA	PROGRAM TYPE	# OF PARTICIPANT (STUDENT) HOURS REQUIRED TO EQUAL ONE (1) FLE
Skills Training	Institute Credit	900
	Industry Credit	240
	Apprenticeship & Trades	240
	Industry Non-Credit	240
	Community Individual Non-Credit	240
	Personal Interest Non-Credit	240
Basic Education	BE Credit	900
	BE Non-Credit	420
University	University Credit	390

SIS Program Definitions

Skills Training

Institute Credit:

Education and training which leads to a credential ie. Certificate, diploma, degree; from a recognized credit-granting institution.

Industry Credit:

Education and training which leads to a credential that is recognized by an industry association or sector, regulatory body or licensing agency.

Apprenticeship and Trade:

Education and training certified through Apprenticeship and Trade Commission.

Industry Non-Credit:

Education and training that meets the needs identified for an industry(s), group(s), firm(s) or sector(s) that does not result in credentials or certification recognized by an industry association or sector, regulatory body or licensing agency.

Community/Individual Non-Credit:

Education and training that (a) leads to or enhances a person(s)/group(s) employability or (b) enhances community and/or social development, but does not result in credentials or certification recognized by an industry association or sector, regulatory body or licensing agency.

Personal Interest Non-Credit:

Education and training that meets the needs of individual(s) or group(s) for the purpose of enhancing their hobby, leisure and recreation skills.

Basic Education

Basic Education Credit:

Learning that is certified by Saskatchewan Learning.

Basic Education Non-Credit:

Learning which may include some form of evaluation, however, does not result in certification by a recognized body.

University

University Credit:

University credit training.

Services

The formal act (activities which are tracked) of helping, providing assistance and/or advice.

Learner Support:

Exam Invigilation, Tutor Matching, Study Skills/Life Management, Technical Assistant, Employment Services, and Employer Services

Counselling:

Career, Academic, Financial and Personal Counselling

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